



REACHING HIGHER

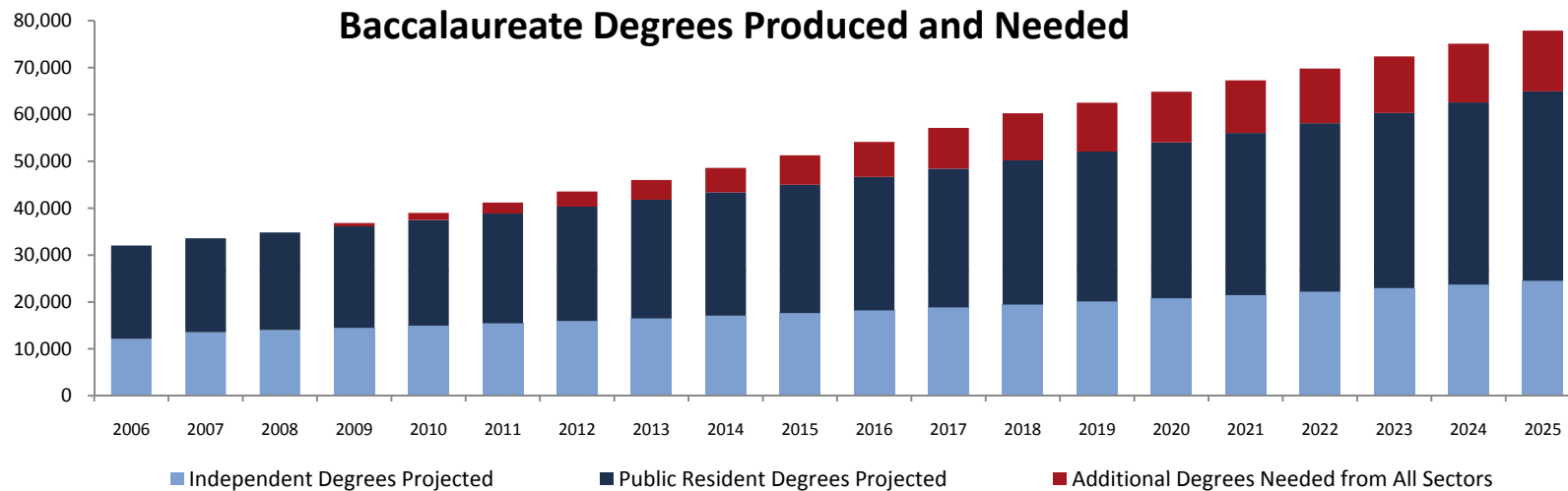
Strategic Initiatives for Higher Education in Indiana

STATE-LEVEL DASHBOARD OF KEY INDICATORS

Indiana will produce the equivalent of 10,000 additional Hoosier Bachelor's degrees per year through 2025.

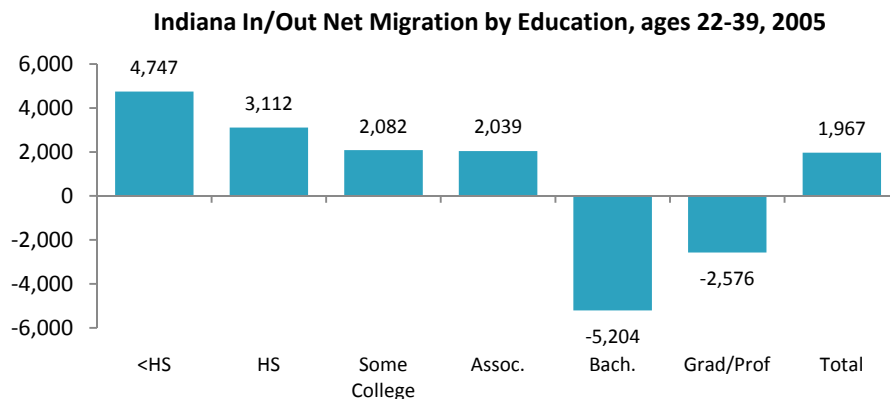
Why is this important?

- Indiana ranks 43rd in the nation in the percentage of adults with a Bachelor's degree or higher. For Indiana's citizens to have a better lifestyle and to be competitive in the global economy, more citizens need the skills and knowledge that come with degree-completion and credentials.
- Highly educated Hoosiers earn more than \$1M more over the course of a lifetime than citizens with only a high school diploma.



Indiana must also address its “Brain Drain.”

Each year, the state gains citizens with low educational attainment while it loses thousands of workers with strong academic credentials. Creating more degrees will solve only part the problem. Indiana needs to retain degree-holders and encourage their creativity to develop more opportunity for all Hoosiers.



Source: ICHE, Student Information System, annual data provided by Indiana's colleges and universities. Migration data provided by NCHEMS, www.higheredinfo.org. 10,000 additional baccalaureate degrees each year is the result of an analysis of OECD International Attainment data, which suggests that 55% of the U.S. population should have a baccalaureate degree to ensure competitiveness in the future, Lumina Foundation, 2007.

* Includes all baccalaureate degrees earned. Data for resident-only degrees earned for Indiana's independent institutions is not available.

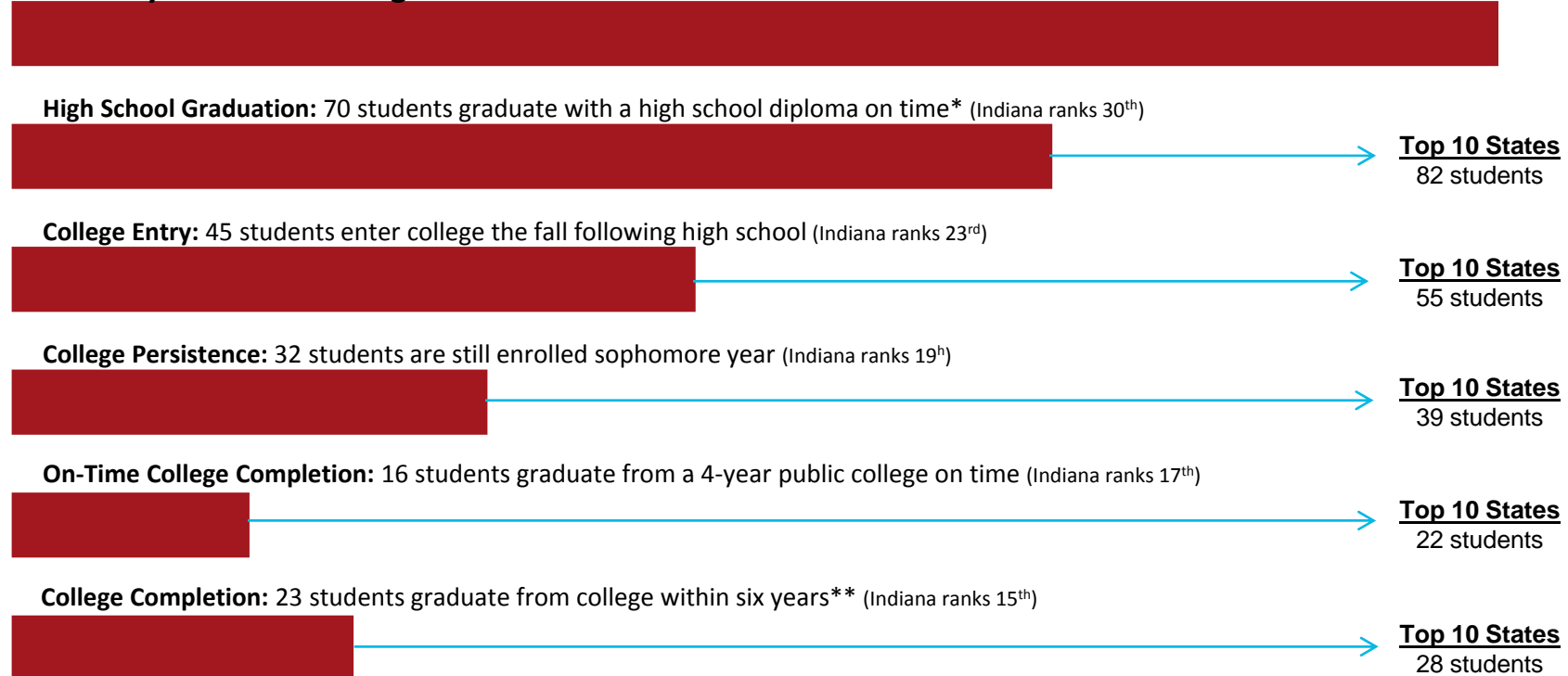
Indiana will rank in the top ten states in each point of the Education Pipeline by 2015.

Why is this important?

- At each junction, Indiana does an average job of transitioning students. For instance, Indiana performs just above the national average in high school graduation, college entry, 2nd year retention, and college completion. However, in real numbers, nearly 80% of any given class of 9th graders in the state does not complete college within 6 years. Indiana's economy and quality of life for citizens require Indiana's students find success at every level of the education pipeline.

Indiana's Education Pipeline

For every 100 Indiana 9th graders:



Source: National Center for Higher Education Management Systems, www.higheredinfo.org; Data from 2006. On-Time Completion utilizes NCES, IPEDS 2007 Graduation Rate File; gr2007 Early Release Data File

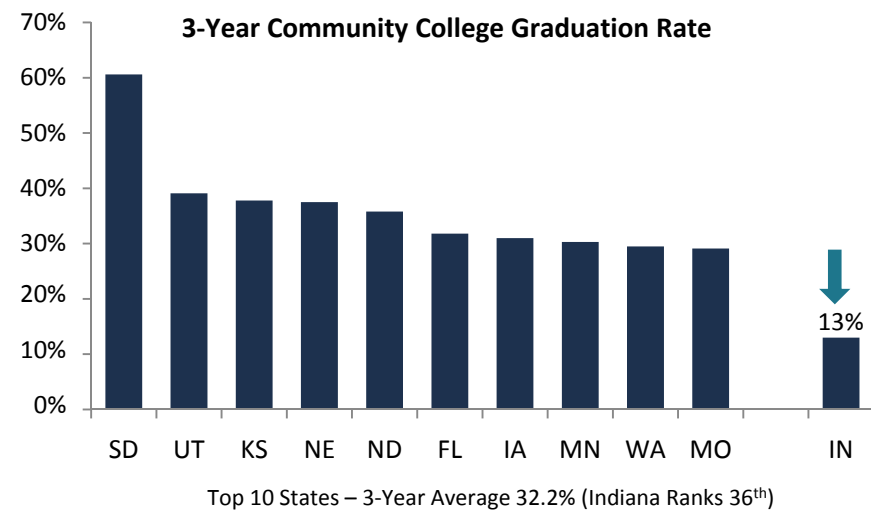
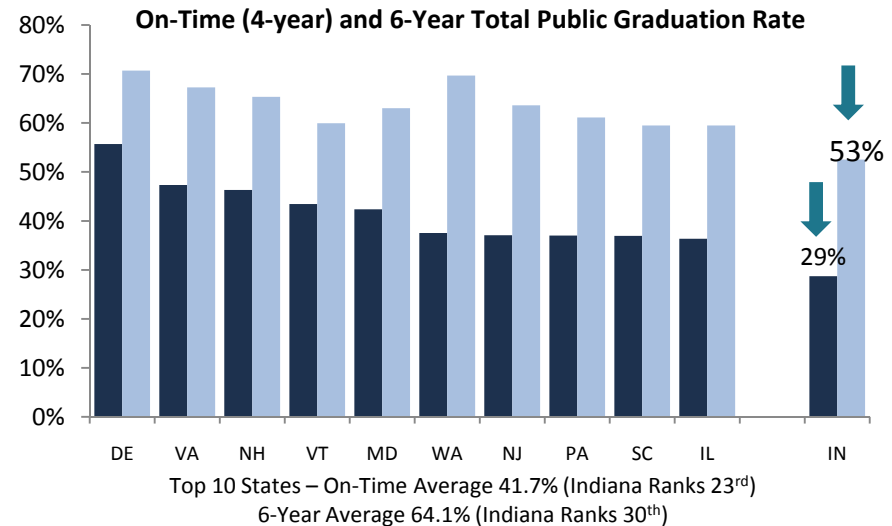
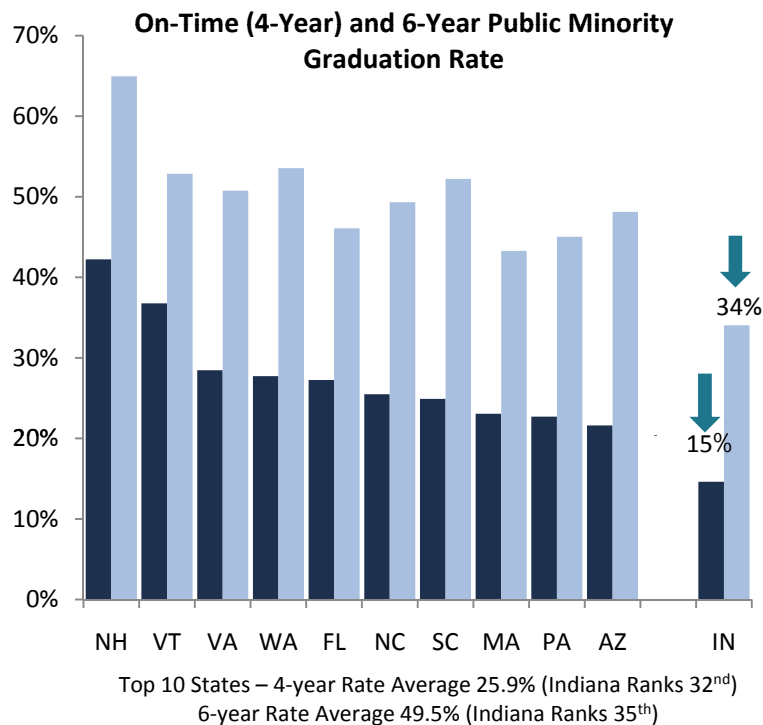
*Pipeline chart utilizes High School Graduation Rates calculated by Tom Mortenson (PostSecondary Opportunity) with NCES Common Core Data. These rates are not equivalent to those utilized by the IN Department of Education. They are used here to compare graduation rates between states.

**This represents a 6-year graduation rate of 55.5% at 4-year institutions, and a 26.3% three-year graduation rate at 2-year institutions. Graduation Rates are reflected on the following page.

Indiana will rank in the top 10 states for on-time and 6-year total and minority graduation rates at public 4-year institutions, and 3-year graduation rates at community colleges, by 2015.

Why is this important?

- Indiana graduating high school seniors go to college at a rate of 63%. About half of those students who enter a public 4-year college do not complete a college degree within six years.
- A major source of new degrees that may be tapped to meet the goal of 10,000 additional degrees each year is the students who are already in college, but do not graduate.
- Taking longer to complete college costs more money for students, taxpayers and the state.

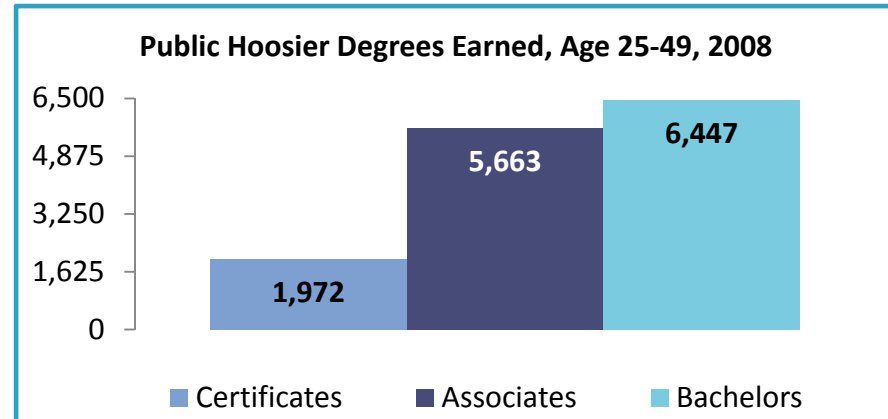


Source: 4- and 6-year first-time, full-time graduation rate from NCES, IPEDS 2007 Graduation Rate File; gr2007 Early Release Data File. Public Rate includes only public 4-year institutions. Minority graduation rates include African American and Hispanic students, from NCES IPEDS 2007 Graduation Rate File. Graduation rates are based on the completion of a cohort of first-time, full-time students—the rates do not count students who re-start after time off, or attend part time.

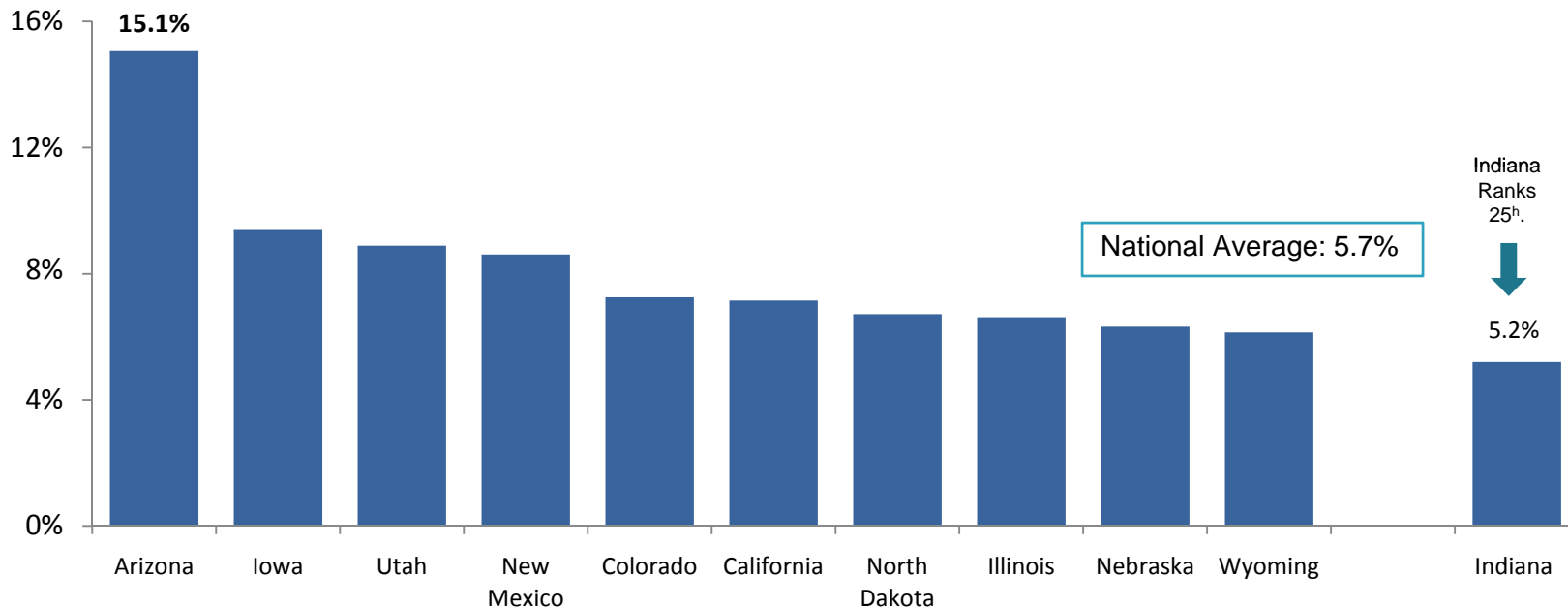
Indiana's adult college enrollment will rank in the top 10 states by 2015.

Why is this important?

- According to a recent study*, nearly 1 million Hoosier adults are in need of further education and training.
- Indiana ranks 43rd in the nation in the percentage of adults with a Bachelor's degree or higher. For Indiana's citizens to be competitive in the global economy, more need the skills and knowledge that come with degree-completion and credentials.
- The Department of Workforce Development projects over 250,000 job openings through 2016 in Indiana will require at least some post-secondary education.



Adult Enrollment as % of Adults without Bachelor's Degrees (2007)



*Indiana's Adult Education and Workforce Skills Performance Report, Joyce Foundation, February 2008.

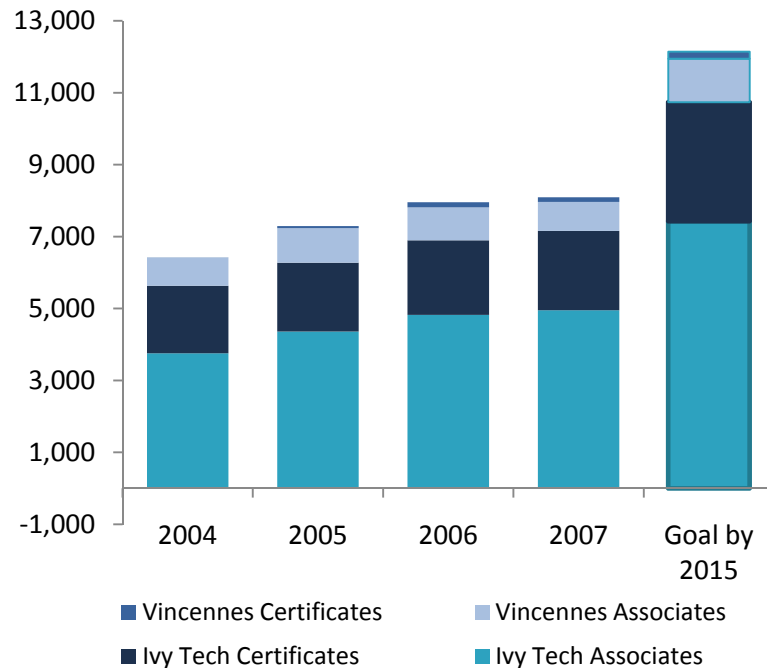
Source: Cost: Measuring Up: The National Report Card on Higher Education, 2008. Adults aged 25-49 enrolled in post-secondary institutions as a % of total adults aged 25-49 without a Bachelor's degree or higher.

Ivy Tech Community College and Vincennes University will increase the number of degrees and certificates earned and students transferred by 50% by 2015.

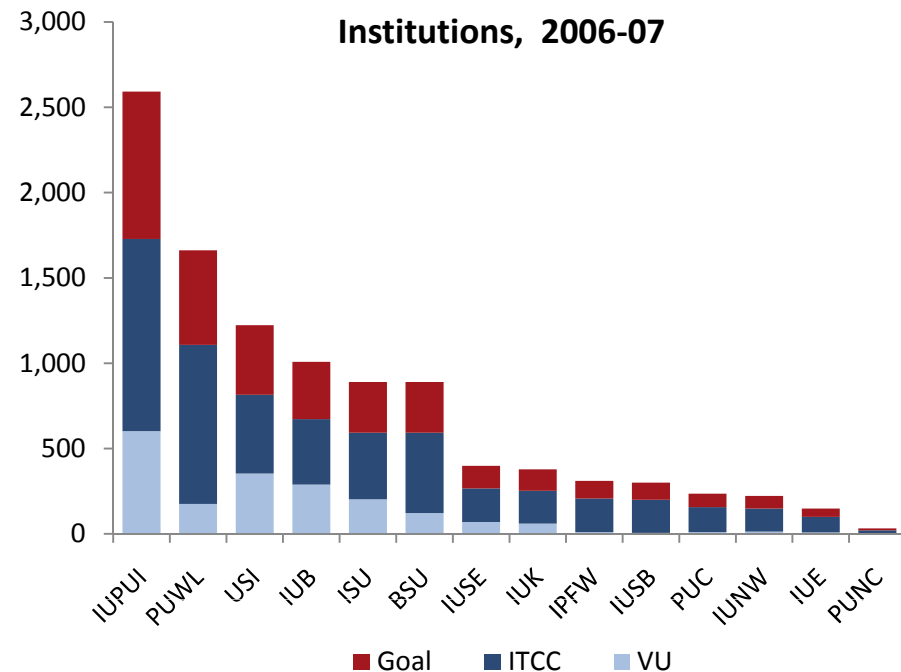
Why is this important?

- Indiana values people with Associate's degrees. The state has a vested interest in the number of Associate's degrees produced at the Community Colleges, because these individuals are essential to the growth of Indiana's economy.
- Over 9,400 annual job openings requiring an Associate's Degree or Certification are projected in Indiana through 2016.
- Ivy Tech and Vincennes University contribute to Baccalaureate degree production through providing transfer credits to thousands of students each year.
- Ivy Tech and Vincennes educate a very large proportion of the adult learner population in Indiana. 50% of Ivy Tech's enrollment is over the age of 25.
- While enrollment is increasing at the community colleges at a rate of nearly 8% a year, degrees and certificates awarded are growing at a slightly slower pace. To meet the demands of Indiana's economy, as well as to have a positive impact on the lives of individuals who enroll at Ivy Tech and Vincennes University, more students must graduate with credentials.

Associates Degrees and Certificates Earned



Students Transferred from 2-Year to 4-Year Institutions, 2006-07

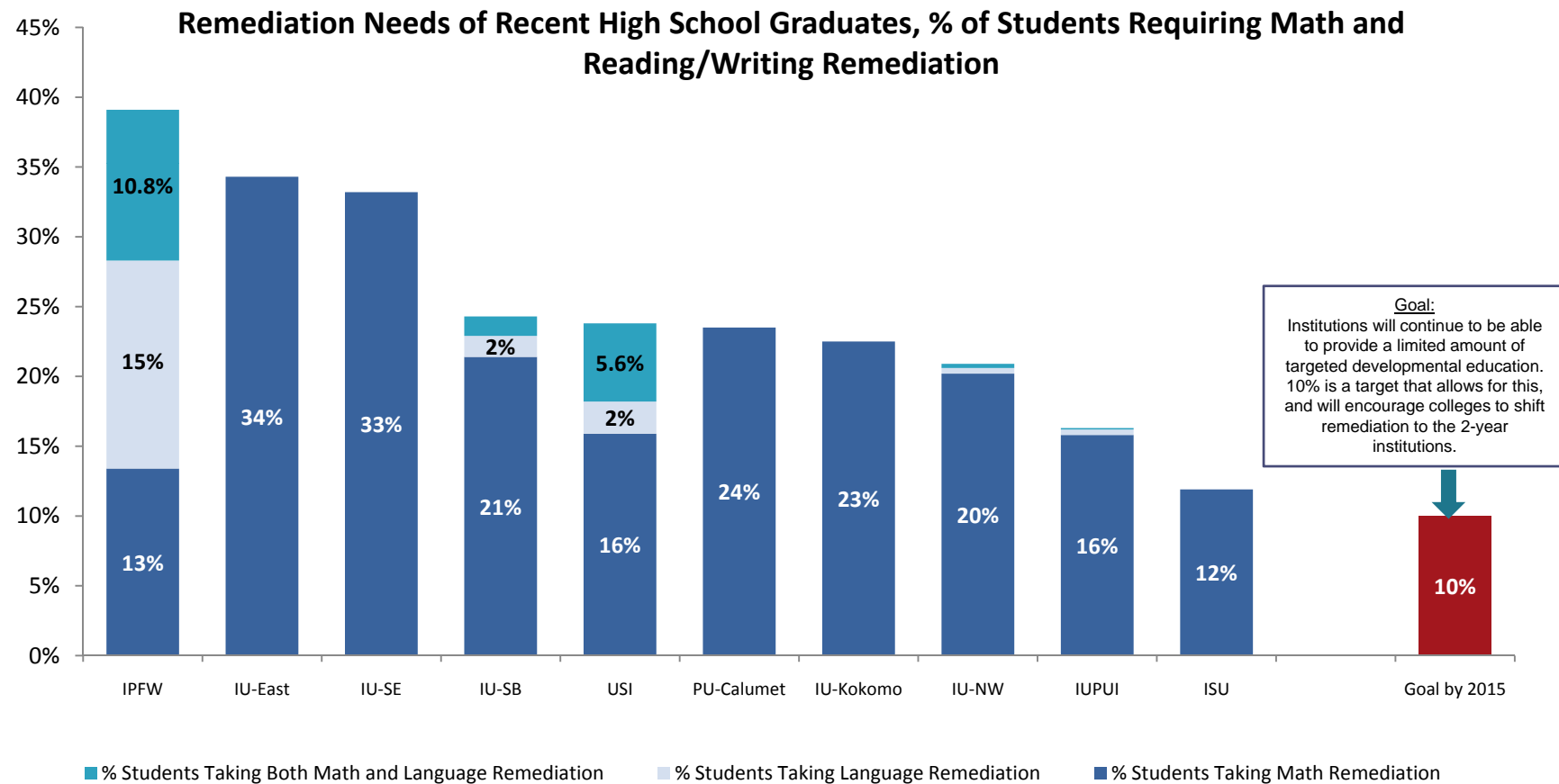


Source: ICHE Student Information System. Enrollment: Ivy Tech Community College Office of Institutional Research, Enrollment in FTE.

Indiana's 4-year regional campuses, IUPUI, University of Southern Indiana and Indiana State University will reduce the level of remediation provided to not more than 10% of students by 2015

Why is this important?

- Currently, 22% of recent high school graduates who attend one of Indiana's regional campuses, IUPUI, Indiana State University and University of Southern Indiana require at least one remedial course.
- Students who need developmental coursework are much less likely to graduate than students who are prepared for college-level work.
- Remedial coursework is not credit-bearing—students spend time and money for these courses, but earn no credit towards a degree.
- The Commission for Higher Education advocates for improved academic preparation in high schools, and for shifting remediation away from 4-year campuses to Ivy Tech Community College, where it can be delivered more effectively and cost-efficiently.



Source: ICHE Data Warehouse, 06-07 annual SIS data submissions. Purdue University North Central did not report any remediation for recent high school graduates.

50% of Indiana high school graduates will earn a Core 40 with Honors diploma by 2015.

Why is this important

- The proportion of students earning an Core 40 with Academic or Technical Honors diploma has increased since 1998-99. However, only about 1/3 of students are currently completing this rigorous honors curriculum.
- The Core 40 with Honors diploma requires four years of math and, for many students, AP or dual credit courses, which are associated with improved academic performance in college.
- Many students enter college unprepared to do college-level work. 76 percent of all students who take remedial courses in reading, and 63 percent who take remedial courses in math, never earn a degree.

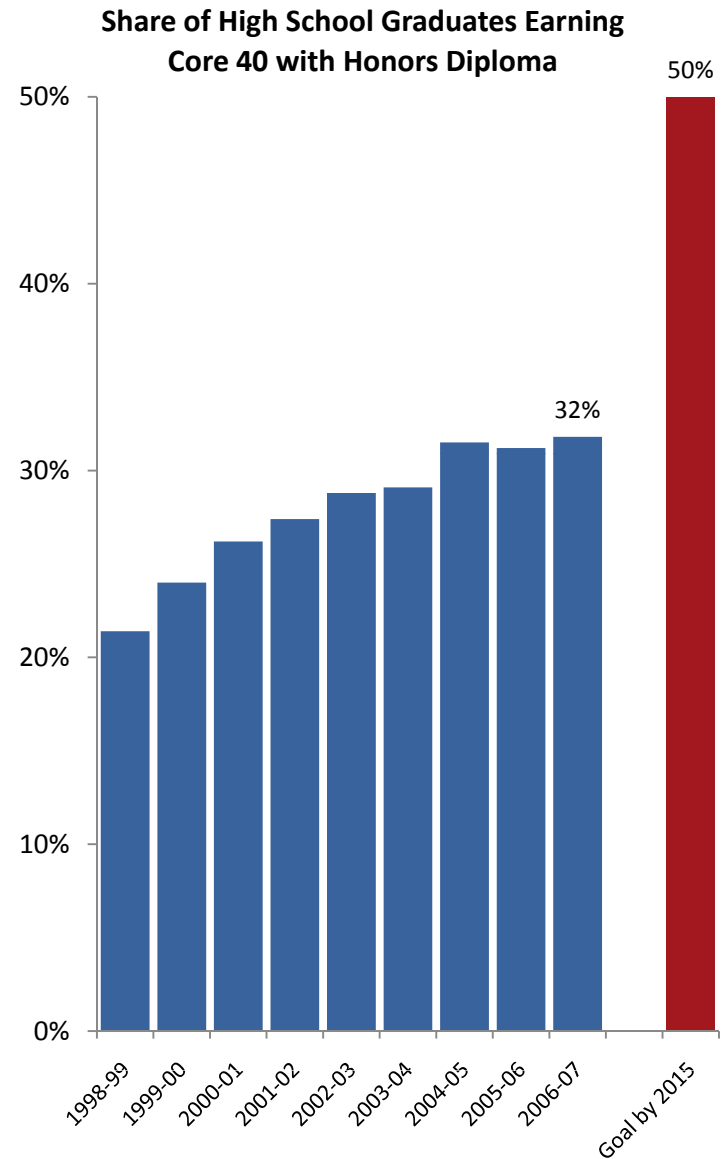
Action Items for Future Measurement

Teacher Preparation

- Develop a methodology to determine the quality and effectiveness of teacher preparation programs throughout the state, with a focus on student achievement.

Common College Readiness Measure

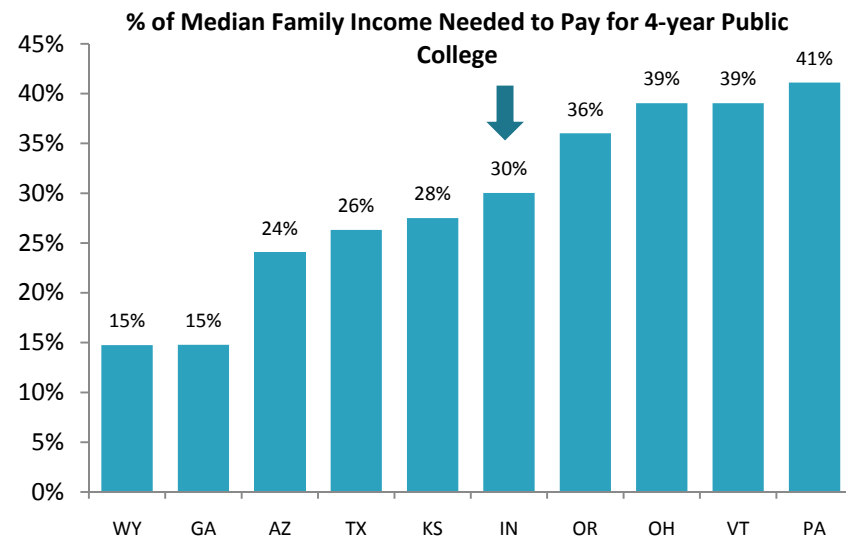
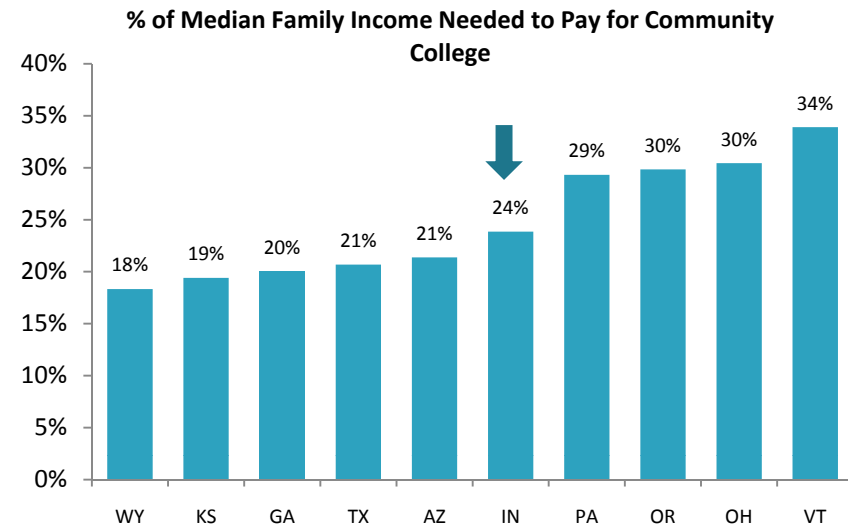
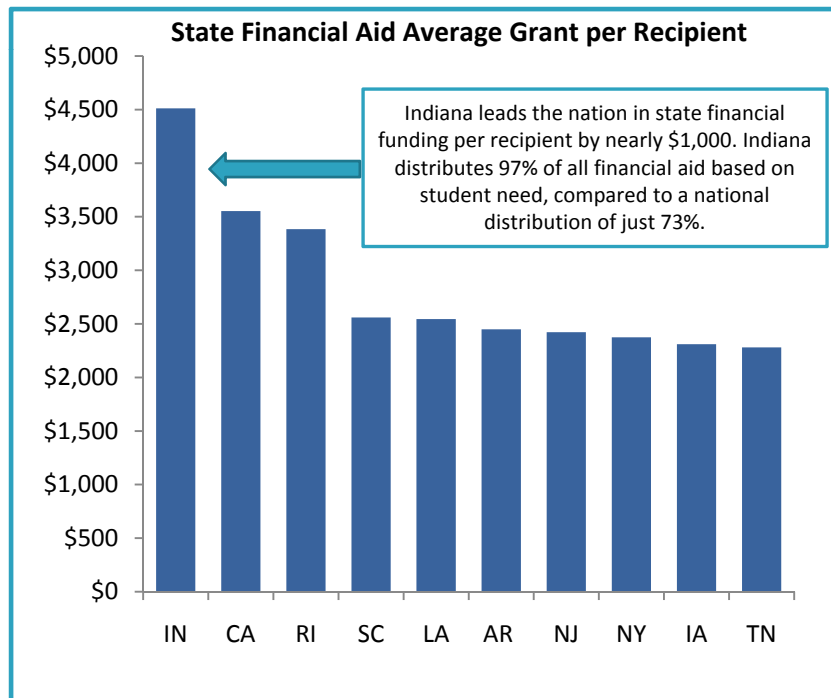
- Develop a College Readiness Tool that will be used consistently to determine students' college readiness
- Adapt an aligned system of college readiness tools for students to utilize at key points during K-12 years.
- Deliver targeted intervention during high school, based on the Common College Readiness Measure, to ensure students enter college ready to do college-level work.



Indiana's public institutions will rank as the most affordable among peer states by 2015.

Why is this important?

- The Commission for Higher Education is committed to ensuring college affordability for all students.
- Attaining a college degree has a profound impact on socioeconomic mobility in the United States. Qualified students from low- and middle-income families should not face financial barriers in attending college.
- Indiana institutions must work to control student costs, and the state must continue to increase its commitment to need-based financial aid.



*2007 Public Opinion Survey on Higher Education Issues in Indiana, Center for Evaluation and Education Policy, Indiana University.

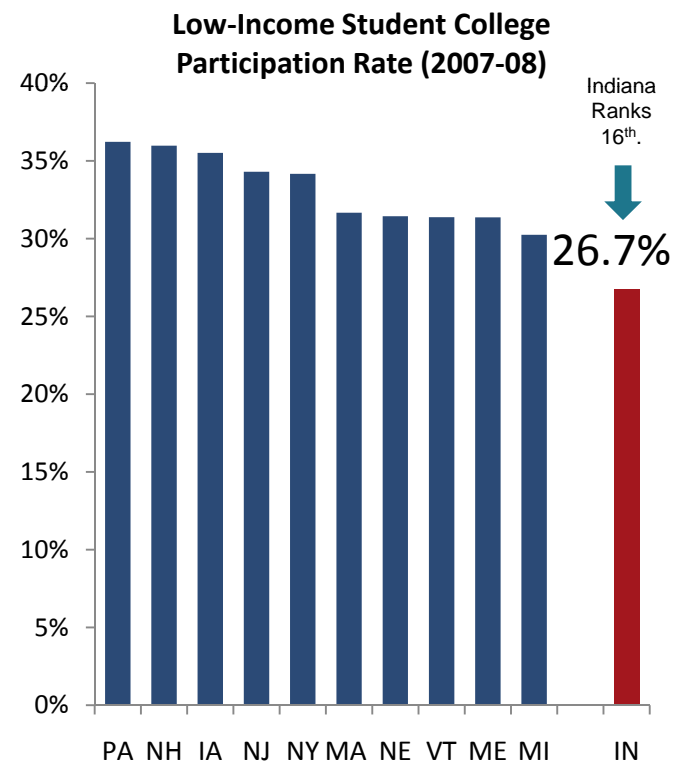
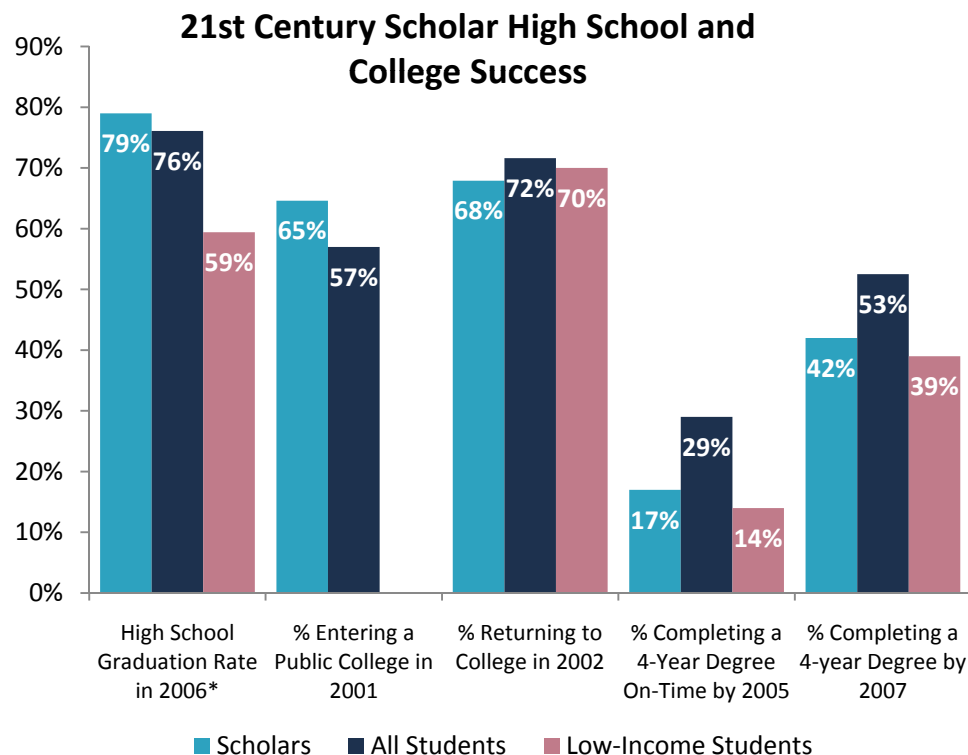
Source: Cost: Measuring Up: The National Report Card on Higher Education, 2008. Peer states are based on median family income similar to Indiana, for students in the middle income quintile. NASSGAP 38th Annual Survey.

Indiana will improve 21st Century Scholar success at key transition points by 2015.

Indiana will rank in the top 10 states for low-income student college participation by 2015.

Why is this important?

- Indiana's 21st Century Scholars represent the state's at-risk student population. The 21st Century Scholar Program is an early promise program that provides college opportunity for low-income students. Students must sign a pledge, promising to stay in school, be a good citizen, complete a Core 40 diploma and to apply for college.
- The 21st Century Scholars program has proven very effective as a high school drop-out prevention and college entry strategy. However, Scholars are still less likely than the general college population to graduate from college. Program enrollment has grown by nearly 70% since 1995, and is anticipated to expand even more with an extended sign-up period. With more students involved, it is imperative that Scholars persist and graduate at a rate at least equivalent to that of Indiana's regular college population.
- Nationally, 72% of students with family incomes in the upper quartile earn a Bachelor's degree, compared to just 10% of students from families in the lowest income quartile. In the past, workers could enter a high-paying job without higher education. This is no longer possible. The pathway to economic security and prosperity goes through college.



Source: Indiana State Student Assistance Commission. Indiana Department of Education. Lumina Foundation, "Results and Reflections, An Evaluation Report. Indiana's Twenty-First Century Scholars Program: A Statewide Story with National Implications." College success rates are not currently available for low-income students. Postsecondary Opportunity, www.postsecondary.org.

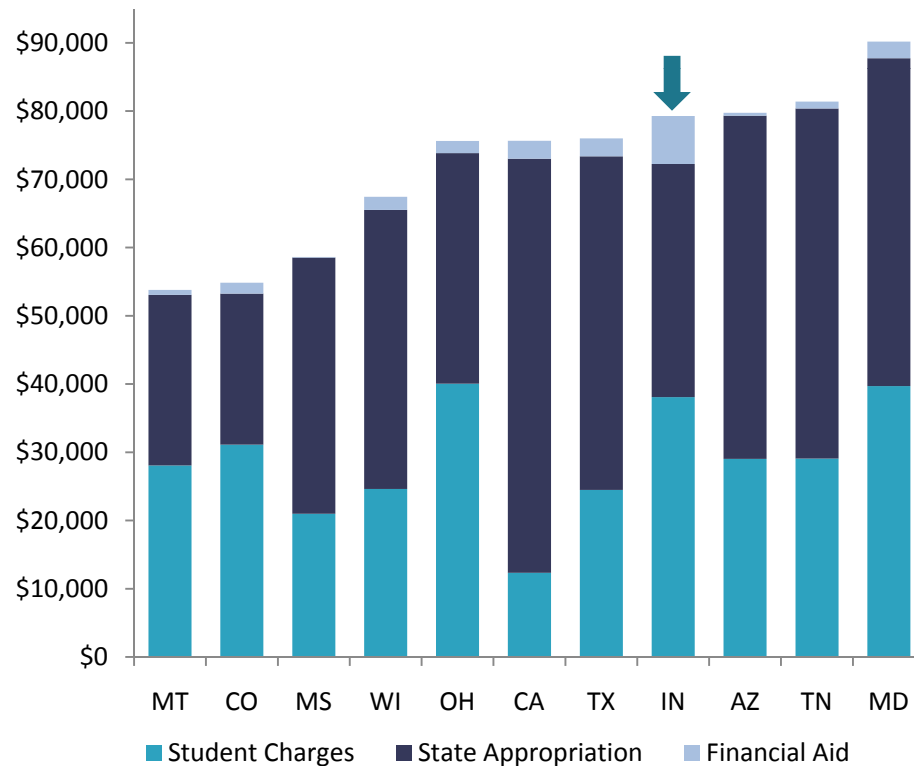
*The high school graduation rate utilized is from the 2005-06 academic year, which is the first year available for student tracking through STNs. College data utilized the 2001 entering cohort through completion in 2007.

Indiana will rank as the most productive among Making Opportunity Affordable grant states by 2015.

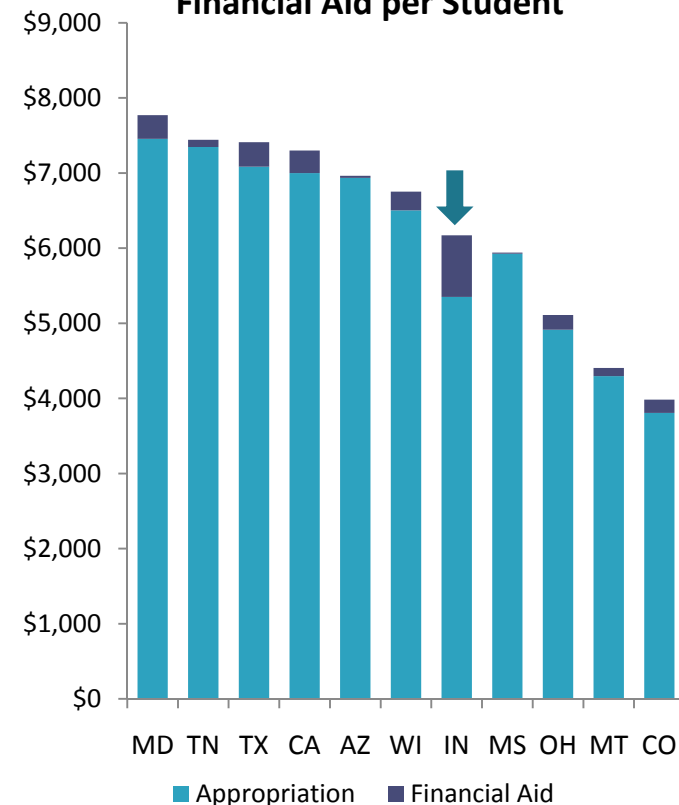
Why is this important?

- Making Opportunity Affordable is a grant program sponsored by the Lumina Foundation. Indiana has recently been selected as one of 11 states to receive a grant to explore productivity improvements in higher education. With the grant, state leaders and institutions will develop and implement policy changes to promote cost-saving methods of delivering high-quality education to greater numbers of students. States with the most promising productivity-improvement strategies will receive an additional \$2M grant.
- In order to increase productivity, Indiana institutions must do more with the funding they receive from the state and through student charges.

Productivity: Investment per Degree



State Appropriation and Financial Aid per Student

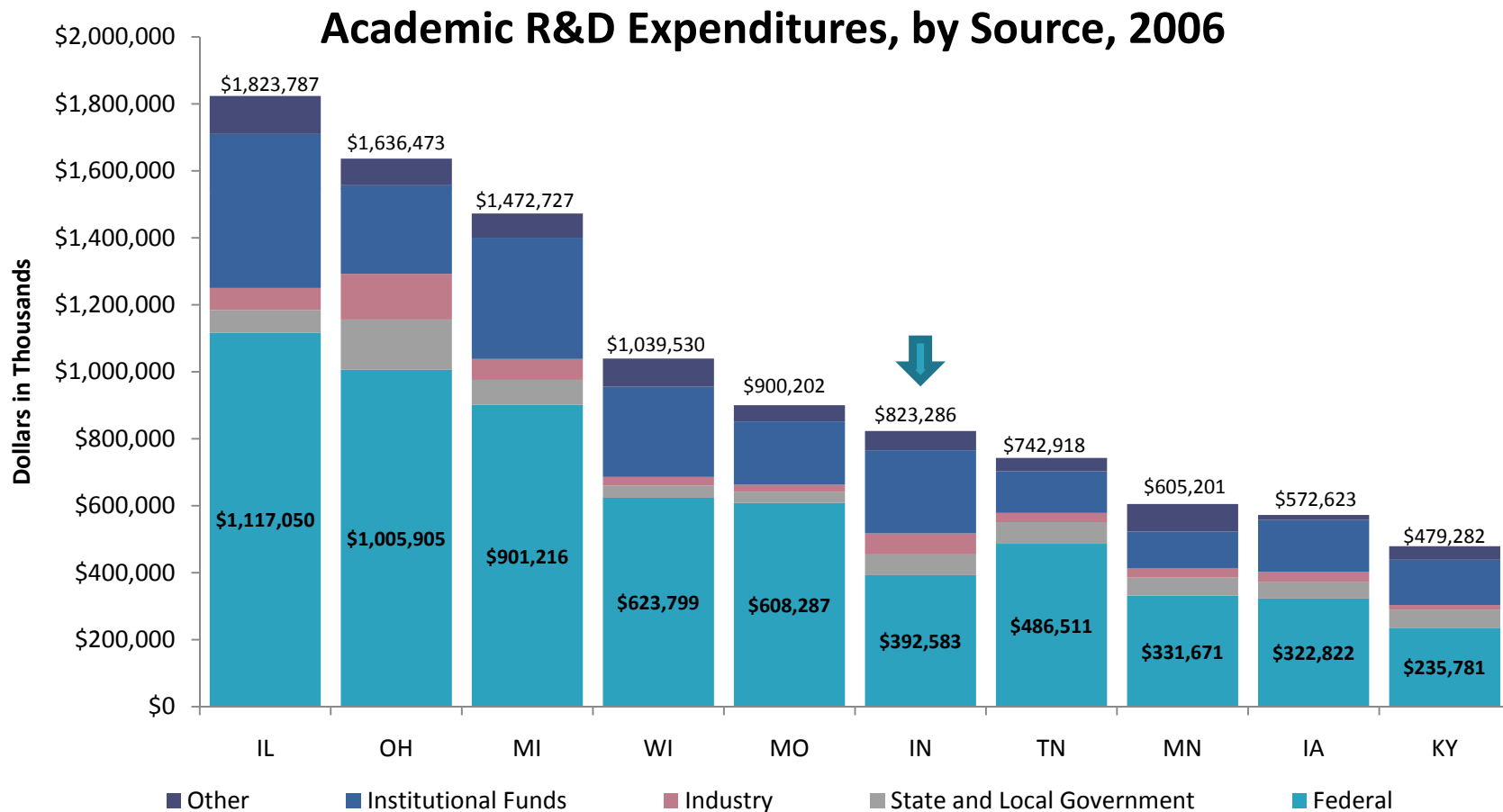


Source: SHEEO, SHEF, FY07. National Center for Education Statistics, IPEDS, 2007. National Association of State Student Grant and Aid Programs, 38th Annual Survey. Degrees include public associate's and bachelor's degrees. State appropriation per student is based on full-time equivalent public enrollment. Financial Aid is limited to aid distributed to public in-state institutions.

Based on work at Indiana's Major Research Universities, Indiana will rank in the top half of Midwestern states in Academic Research and Development Expenditures by 2015.

Why is this important?

- Indiana is home to premier public “very high-activity” research universities, Indiana University and Purdue University, that meet the needs of Indiana’s high-tech and high-skill economy, and which serve as major economic engines for the state.
- Strong research universities are magnets for talented, high-performing students, faculty and knowledge workers.
- Indiana ranks 4th from the bottom in Academic Research and Development Funding per capita against Midwestern states.



Source: National Science Foundation, Academic Research and Development Expenditures, FY06; US Bureau of the Census, Population Estimates Program 2006. Funding per capita includes grants to all institutions, public and private.